DOCUMENT RESUME

ED 215 946 SO 014 045

AUTHOR Saad, Geti, Comp.
TITLE Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 15, No. 1. Period Covered January-March, 1981.
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT-81-53414/1
PUB DATE 81
NOTE 47p.; Not available from EDRS in paper copy due to poor reproducibility of original document. For a related document, see ED 211 448.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Childrens Literature; *Comparative Education; Educational Administration; Educational Objectives; Educational Planning; *Educational Practices; Elementary Secondary Education; Females; *Foreign Countries; Higher Education; Libraries; Literacy; Medical Education; Professional Education; Psychology; Second Language Instruction; Teacher Education; Teaching Methods; Technical Education; Tests
IDENTIFIERS *Pakistan

ABSTRACT

This annotated listing cites journal articles, newspaper articles, monographs, and government publications dealing with education in Pakistan. Items cited were published between January and March 1981. The listing is organized by subject area. Subjects include: administration, organization and planning of education; curriculum; educational goals; educational planning; educational reforms; elementary, secondary, and higher education; examinations; libraries; literacy; children's literature; medical education; professional education; psychology; students' problems; teacher education; teachers; teaching methods; technical education; textbooks; women's education; and the teaching of languages. The publication concludes with an index of writers. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215946

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TT- 81-53414/1

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Volume 15 No. 1 1981

Period Covered

January - March, 1981.

Compiled for the Office of U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington D.C. by Geti Saad.

SP 014 045

CONTENTS

		Page
1.	ADMINISTRATION, ORGANIZATION AND PLANNING OF EDUCATION. ...	1
2.	CURRICULUM ...	3
3.	EDUCATION GOALS. ...	4
4.	EDUCATION PLANNING. ...	5
5.	EDUCATION REFORMS. ...	7
6.	ELEMENTARY AND SECONDARY EDUCATION. ...	8
7.	EXAMINATION. ...	10
8.	HIGHER EDUCATION. ...	16
9.	LIBRARIES. ...	18
10.	LITERACY ...	19
11.	LITERATURE FOR CHILDREN. ...	21
12.	MEDICAL EDUCATION. ...	22
13.	PROFESSIONAL EDUCATION. ...	22
14.	PSYCHOLOGY. ...	23
15.	STUDENTS' PROBLEMS. ...	24
16.	TEACHER EDUCATION. ...	25
17.	TEACHERS. ...	25
18.	TEACHING METHODS AND MEDIA ...	29
19.	TECHNICAL EDUCATION. ...	30
20.	TEXTBOOKS. ...	30
21.	WOMEN'S EDUCATION. ...	31
22.	GENERAL ...	32
23.	LANGUAGES, TEACHING OF (Special Section) ...	35
24.	WRITERS' INDEX. ...	43

ADMINISTRATION, ORGANIZATION AND PLANNING OF EDUCATION

1. GHAFOOR, Abdul. Financial Management of Education in Pakistan --- Education Review (Islamabad) Vol. 1(5): 112-129.

An attempt has been made to define financial management and in the light of that, financial management of education in Pakistan has been discussed. The position of education vis-a-vis other sectors of the economy has been explored in all the plans of the Government. It was found that education sector enjoyed sixth position under the three five-year plans, which under the Fifth Five-year Plan it has been given 5th position in terms of allocation of resources. In the context of educational planning, the year-wise expenditure both capital and revenue for the period 1971-72 to 1978-79 have been provided and necessary analysis undertaken.

The subject has been discussed under the headings: 1) sectoral priorities; 2) planning of education; 3) financing of education; 4) costing of education; 5) coordinating and controlling expenditures or costs; and 6) revenue for financing education.

2. HUSAIN, Akhtar. Admission System --- Pakistan Times (Rawalpindi) February 26, 1981.

The Government is adopting a new system - local tests, interviews - to judge the ability of students desirous of getting admission to any professional college. It is aimed at eliminating corruption and malpractices in the intermediate examination. In the existing method there is only one chance of corruption but in the proposed method there will be more than one. First, in the examination; second, in the entrance test; and third, in the interview. So it is clear that the new system will create more corruption. At the same time we shall create an atmosphere of uncertainty among the students who secure good marks but are lacking in approach. The new system, it is feared, will be based on approach and wealth of the students' parents. It will be better not to change the existing system but to run it in a streamlined manner by eliminating the chances of malpractices.

3. MUGHAL, Mohammad Tariq. Ta'aleemi Idaray Niji Tahveel Mein Na Diye Jaen (Educational Institutions Not to be Denationalized) --- Imroz (Lahore) January 1, 1981 (U).

The main reason to nationalize educational institutions in 1972 was to eliminate all malpractices which were creating problems

for students, and lowering the standard of education.

Heavy tuition fees were being realized from the students, and the teachers were being paid very miserly. Now some vested interests are demanding to denationalize the educational institutions. The motive behind this demand is nothing but commercial interests. It is not correct that the standard of education is deteriorating after nationalization. So far as deterioration is concerned, it has other reasons. They are: bad planning; delay in printing and publishing of the textbooks; carelessness towards providing basic facilities to educational institutions; maltreatment of the teachers and so on. In view of this, those who are in favor of denationalization, they should rather make efforts to establish new educational institutions in the far flung areas of the country where the percentage of literacy is the lowest.

4. MULLICK, A.H. Nationalization --- Dawn (Karachi) January 24, 1981.

Nationalization by the previous regime was purely political and the present regime is trying to solve the problems created by such nationalization. The bureaucracy, which has a vested interest, is misguiding the authorities concerned. The solution is simple. The authorities should guage the performance of such units - pre-nationalization and post-nationalization. If their performance has improved after nationalization they should be retained but if it has deteriorated they should be denationalized immediately. It would not be out of place to mention here that most of the corporations created by the previous regime are white elephants and a heavy drain on our national exchequer. The present government, has taken a very wise step by declaring to denationalise the educational institutions. Educational institutions in private sector should be allowed and registered but they should not be given any grant as again they will become commercial institutions. With the grant funds the Government of the Municipal/Metropolitan Corporation can open their own free schools and colleges.

5. REHMAN, Habibur. Towards Better Educational Management in N.W.F.P. --- Education Review (Islamabad) Vol. 1(5): 75-82. July, 1980.

There is a spate of criticism against the existing system of education. Improvement of education through better management techniques is the latest of the realization being experimented within a number of countries. The existing machinery for educational management leaves much to be desired. It is not

adequately stopped, nor is the personnel engaged in it suitably trained. Management practices and procedures need revision in order to incorporate dynamism and flexibility.

Any satisfactory educational development depends primarily upon the effectiveness of its management. Current regulations and procedures need over-hauling, if routine matters are not supposed to bog down our administrators and if decisions are proposed to be taken nearest to the point of action.

It is concluded that the proposed corrective measures must be taken in the immediate future if the educational system is supposed to meet the challenges posed by contemporary life.

CURRICULUM

6. BOKHARI, Syed Ajaz Husain. Guide-lines for Mathematics Curriculum Development in Pakistan Schools --- Education Review (Islamabad) Vol. 1(5): 83-90. July, 1980.

Making a curriculum is quite a difficult task. It requires a lot of careful thought, because by putting bad curriculum into schools, we may create a generation of people with faulty education. Many approaches have been suggested in the curriculum field, which are discussed. It is pointed out that any curricular change in Pakistan should start from judging the limitations and determining clearly the boundaries within which we can work. The limitations of our school system are discussed.

It is pointed out that at the elementary level we may continue with the traditional curriculum, with emphasis on basic skills. At the secondary level, we may make a more vigorous thrust and introduce the modern mathematics, modern physics, modern chemistry, etc. In the light of these observations, guidelines are suggested for mathematics curriculum.

7. HASHMI, Khalid Mahmood. Nisab Ki Tayyari (Preparation of Syllabus) --- Imroz (Lahore) February 25, 1981 (U).

The syllabus of class IX and X has become quite outdated. The syllabus is too high for the students and so they resort to memorize the lessons. It is surprising that the subjects of geography, history and civics are included in the same book.

A refresher course is needed before introducing new syllabus. It is also needed to revise the course every year and improve

it in the light of the suggestions of the teachers. It has repeatedly been suggested that the concerned teachers should also be included while preparing the syllabus. It is strange that those who prepare the syllabus for primary classes have never taught the students of these classes. More and more attention should be paid to the use of simple language. In most cases the language of the textbooks is very difficult.

EDUCATION GOALS

8. HASHMI, Z.A. Education, Science and Culture --- Education Review (Islamabad) Vol. 1(4): 1-6. September, 1979.

The achievement of socio-cultural liberation, the emergence of distinct and progressive indigenous cultures and the acquisition of scientific and technological capability would greatly depend on the nature of education provided to a people and its effective development as an instrument of economic or socio-cultural change and development. This educational change can only take place in an appropriate development context. Viewed in this context, education would act as a process of change and progress, providing limitless opportunities for creativity and innovation. It would provide new knowledge, technology and the capability required for free, vigorous and self-reliant growth and progress.

The wirter discusses the topic in some detail under the headings: 1) education; 2) culture; 3) science; 4) self-reliance; and planning.

9. KAZI, M.A. Weakness of Our Educational System --- The Muslim (Islamabad) February 17, 1981.

Our educational system needs not only a drastic overhauling but complete transformation. It needs a change of character and a transformation of value system and ethical practices. Let our educational system be flexible enough to provide equal opportunities for life long learning, to every individual and let it be dynamic enough to meet the growing demands of the developing and advancing Islamic society. Let our educational system be available to all. Let our system encourage multiple entries, free access for everyone, different channels for students, formal as well as non-formal and recurrent programs, student-oriented curricula and community participation. Let us shift emphasis from teaching to learning, from material gains to character formation and from individual to social and national objectives. Let us give priority to adult education and sound

scientific and technical education. These reforms will convert the existing system of education into a new system which will not only suit the genius of our people but would also meet our national needs and aspirations. The new educational policy of 1979 provides a framework for this transformation.

10. YAZDANI, Ameena. Need-oriented Rural Education --- Pakistan Times (Rawalpindi) January 23, 1981.

Educational reforms, introduced in Pakistan have completely ignored 80 per cent of the country's rural population. To make our universal elementary education program a success, particular emphasis must be laid on rural education, In order to eradicate mass illiteracy and to develop human potentials, emphasis must be laid on the significance of basic education and its adaptation to the needs of rural areas. Basic education programs with a changed concept of literacy and emphasising practical instead of traditional education must be started. All this has to be done by reviving ancient institution of mosque, madrassah or maktab and imparting non-formal education. This will not only solve the problem of extra expenditure, but also evolve an educational system oriented to need, using available local resources, ultimately becoming self-sufficient in education. The policy of self-reliance, if introduced, can tremendously help make the literacy campaign a success.

EDUCATION PLANNING

11. ALI, Syed Ansar. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Jang (Karachi) March 23, 1981 (U).

In order to bring about effective changes in the present system of education, some suggestions are provided: 1) Giving security to the services of the teachers and enhancement of their prestige. 2) Providing a system of education which could create scientific thinking in the minds of the students and help in character building of both the teachers and the students. 3) Arrangement of teaching of the Holy Quran as compulsory. 4) Creation of atmosphere for ideological and political freedom. 5) Providing more importance to the technical, agricultural and scientific education in colleges. 6) Arranging Financial assistance for the meritorious students. These are some of the suggestions, which, if implemented would help improve the standard of education.

12. QAZI, Mahmudul Haq. Ta'aleemi Masa'il Aur Unka Hal (Educational Problems and their Solution) --- Jang (Karachi) January 10. 1981 (U).

There is no doubt that the standard of education is deteriorating. Some of the major causes fof the deterioration are as under: 1) No increase in number of schools, inspite of sharp rise in population. 2) There are no educational facilities in rural areas. 3) As rural areas are under the control of big landlords, the poor people do not get any opportunity to get education. 4) Scarcity of good teachers in view of the large scale migration of our teachers and educationists to foreign countries. 5) Even after the completion of education, our students remain unemployed due to bad education planning. 6) Quota system has proved a stumbling block for the highly educated people. 7) The nationalization of educational institutions has badly discouraged the private sector in the field of education. 8) Two types of educational institutions exist in the country, one for the affluent society and the other for low income groups. 9) Syllabus is prepared by those who have nothing to do with the teaching profession. All these problems need to be examined dispassionately.

13. QURESHI, M.H. Planning and Education --- Education Review (Islamabad) Vol. 1(4): 70-73. September, 1979.

Pakistan is a beginner in the field of educational planning. There is a growing awareness of the role of educational planning as an instrument for coherent national policy making. The problem is not merely one of expanding existing facilities and making the present system more rational and efficient, but of forecasting future trends and needs, and presenting a clear picture of the society our system of education will be called upon to serve in the future. The essential purpose of planning in education is to rationalize and systemize decision-making.

After a series of Education Reports and Policy formulations, Pakistan has also set up a planning nucleus at the center with regional planning cells and units. The development of planning techniques and administrative machinery for continuous educational planning suffer from a number of handicaps, but a good beginning has been made. By creating facilities for training experts with the country, the process could rapidly expand and a meaningful overall development could be achieved.

14. SHEIKH, Anwar. Problem of Education in Rural Areas --- Dawn (Karachi) January 16, 1981.

It is essential to subscribe to the concept of "Life-long education in rural areas. There seems to be need for a flexible

combination of formal and non-formal types which place particular emphasis on skill training. Some of which can be given by people with a clear understanding of local attitudes and problems. At all events, there is a need for a closer relationship between secondary teaching and the local community. Theoretical and practical training should be linked as closely as possible and that to achieve this aim they must be given by the same teachers. If the education given is to remain firmly in tough with reality, it must be geared to the rythm of the seasons, which presupposes the adjustment of vacations and curricula to the agricultural calender. Teaching cannot be restricted to theoretical lessons and their practical application but must maintain a constant relationship with agricultural life, which implies frequent contacts with the rural world, on-the-job courses and lessons, and teachers from a rural background who have both higher specialized training and sound practical experience of the subjects they teach.

15. ZAIDI, Syed Hassan. Education Planning Planning --- Dawn (Karachi) January 22, 1981.

It is deplorable that we are only spending 1.6 per cent of our GNP on education and 35 per cent of the total of 1.6 per cent GNP is being spent on producing unproductive graduates in arts. There are a few factors which must be considered individually as well as interdependently in planning education.
1) Reconstruction of our country, suitable to our own genius, must in the forefront consider universal primary and secondary education as an imperative starting point. 2) All degree courses must be of 3 years duration, two years academic and the last year practical in the field. Every graduate student must spend one year in the rural areas in working and helping villagers in community work.

There must be a sensible balance so that education is not wholly oriented towards a consumer and industrial society nor the one which has its foundation in agriculture with supportive industries. All this may not work if anomalies between education and experience of priority areas, in terms of remuneration, is not sorted out.

EDUCATION REFORMS

16. KHAN, Abdul Ali. Education Policy: Priorities and Prospects --- The Muslim (Islamabad) January 8, 1981.

Previously a mistake was committed by nationalizing all colleges and even schools. This step blocked the desire of the well-to-do to participate voluntarily in the noble task of spreading education among the masses. In order to amend the situation, the

National Education Policy allowed setting up of educational institutions by the private sector. However, in order to stop mushroom growth of English-medium schools, it was decided not to allow establishment of any English-medium school. Another important area of the policy is the improvement of technical and vocational education, which, despite many efforts, is still not job-oriented. The policy decided to introduce production-oriented curriculum related to market requirements. With the establishment of over 150 technical and commercial institutes and more than 3,000 schools offering agro-technical courses new trends have already started to develop. Recognising that the teacher constitutes a single most important component of the teaching-learning process, the policy voiced great concern about low-motivation of a large number of teachers.

17. MOHAMMAD, Inaam. Ta'aleem Ka Maqsad (The Aim of Education) --- Nawai Waqt (Rawalpindi) February 21, 1981 (U).

It is unfortunate that very little thought is given to the planning of syllabus. In planning a syllabus, combined efforts are needed by educationists, the teachers and the administrators. Only educationists cannot do the job successfully. Teachers who teach the students and who know fully well the requirements are altogether ignored in the preparation of syllabus.

The present educational policy framed in 1978, has laid much stress on the Islam and the Ideology of Pakistan. However, due attention is not being paid to this. It is good that the Government has given permission to the private sector for the opening of schools. This decision will help in spreading the education.

ELEMENTARY AND SECONDARY EDUCATION

18. AZAD, Ch. Mohammad Husain. Me'yaar-e-Ta'aleem Ki Pasti Ka Zimmedar (Responsibility for the Deterioration in Educational Standard) --- Imroz (Lahore) March 4, 1981 (U).

Under no circumstances the teachers can be held responsible for the deterioration in the standard of education. Either the policy set by the Education Department is not good or the students waste most of their time in extra-curricular activities. It is also a fact that the parents have become quite indifferent towards their wards. Primary education which is the base of higher education is being neglected. Only one teacher is asked to look after so many students. The case in advanced countries is quite different. There the education at primary level is

given extra attention. Qualified teachers are given the responsibility to teach the students of primary classes. In our country the matriculates who do not get employment anywhere, they do the PTC and become teacher. Serious attention is needed towards primary education. Only qualified and well trained teachers should be recruited for primary classes. This is necessary to check the rot in the standard of education.

19. MALIK, A.B. Shuja. Ibtedai Jama'aton Ke Liye Nisab Ki Tayyari Ka Mas'ala (The Problem of Preparation of Syllabus for Primary Classes) --- Imroz (Lahore) February 11, 1981 (U).

In the past the primary education consisted of four classes only. However, the base was so strong that after completion of primary education, one would not feel any problem in his practical life. With the emergence of Pakistan, the whole system of primary education was changed on the pattern of Western education. Now it consists of five classes with the changed syllabus. Social sciences, maths, science, theology and arts are included in the syllabus. The teaching of these subjects however, could not be done satisfactorily. This resulted in the deterioration of the standard of education. In order to improve the standard of education, we should revise the scheme of primary education.

Syllabus should be prepared in such a manner that after completing primary education a student could use fully his talent in practical life. At the moment at least 50 per cent of the students discontinue their studies after primary education. Since ours is an agricultural country, informations on farming must be provided to the students. The number of textbooks should not be much. Attention must be paid on the printing of textbooks to attract our primary students.

20. QURESHI, M.H. Universalization of Primary Education in Pakistan Pilot Primary Education Project --- Education Review (Islamabad) Vol. 1(5): 91-111. July, 1980.

The Government has accorded the highest priority to primary education in the New Education Policy. There were many factors which contributed a great deal to the slow progress of the primary education in the country. To find the solution of the many ills plaguing the system of primary education and to accelerate the progress to achieve universalization of primary education, the Government launched in 1979, the Pilot Primary Education Project. The project aims at experimenting with mixes of inputs through which universalization of primary education can be achieved by the target dates.

The details of the Pilot Project are described under the headings: 1) present status of primary education; 2) Pilot Project objectives and strategies; 3) implementation of the project; and 4) project evaluation and appraisal.

21. SIDDIQI, Mashkoor. National Education Council --- Pakistan Times (Rawalpindi) January 5, 1981.

The establishment of the National Education Council is the fulfilment of a long-felt need. The high visibility sector in our educational system are colleges and universities where 35 per cent of the budget is annually absorbed. There is no doubt that there exist problems of great urgency in this sector and the Council will have occasion to look into them but the crisis in the sector of primary education can no longer afford delay. In many ways it is primary education which determines the final complexion of the educational system of the country. The weaknesses and strengths of primary education permeate the superstructure of secondary, intermediate and university education. Since the prime concern of the National Council is going to be the production of men qualified in modern knowledge, it should lose no time in realising that the instruction of mathematics and natural sciences at the primary level creates the intellectual base on which to build a later educational phase. If our primary education is in a state of shambles and the instruction in these crucial subjects not of requisite standard we cannot hope to produce good science students at the college level. Now that the National Educational Council has come into being, it is hoped that the myriad problems faced in the field of national education will be tackled with the minimum amount of red-tape and bureaucratic delay.

EXAMINATIONS

22. AFZAL, M.M. Working of Semester System --- Education Review (Islamabad) Vol. 1(4): 64-69. September, 1979.

Of the various educational experiments initiated from time to time, the introduction of semester system is the most laudable one. It is pointed out that the Islamic system of education was essentially semester system and the objection that it has been imported is wrong. If we objectively look at this system we will find that it has brought about a great change

and a change for the better.

Semester system has been tried in our institutions for the past two or three years, but already voices, which are growing louder are being raised against it. Numerous factors are being mentioned and scores of difficulties are being enumerated. It is pointed out that we should look at the difficulties faced, especially by the students and the teachers and should try to find some solutions to these.

It is concluded that the semester system, is a useful experiment and a happy change from the traditional system. We should seriously deliberate upon our difficulties, adopt measurew to eliminate or minimize its defects and should give a fair treat to this experiment.

23. BHATTI, Shaheen Baber. Tareeqa-i-Imtehan (The Method of Examination) --- Jang (Rawalpindi) March 3, 1981 (U).

Semester system was gradually introduced at the university level. Engineering University, Lahore has already done away with the semester system while the University of Punjab and the University of Karachi have decided to do away with this system. The Gomal University never introduced semester system. This University is sticking to the term system. It is gratifying that other universities have also decided to change over to this term system. Certain changes were made to improve this system and thus encouraging results have come out. The two years of the term system are divided into four parts and every part consists of five months. Under this system, four examinations are held in two years. This is called "four term" examination. After successfully completion of four terms, a student is entitled to get Master Degree.

24. HASHMI, Khalid Mahmood. Hamaray Mumtahin (Our Examiners) --- Imroz (Lahore) January 7, 1981 (U).

The gap between the holding of examinations and the results is so long that the students fail to decide what to do and how to spend their time. Now when the time is so precious it is incumbent on the authorities of the university to announce the results as early as possible. It has been observed that almost seventy five percent of the students fail in the examinations every year. These students again appear for examinations. Most of the students repeat three or four times. Thus theylose precious time of their life. It has also been observed that the duration of examinations is very long

sometimes more than a month. The situation is quite different in foreign countries. Examination is held both in the morning and the evening and thus it continues only for four or five days. Our examiners make unnecessary delay in marking the examination copies. They keep the copies with them for three or four months, sometime even more than this.

25. HUSAIN, Manzar. Semester System Ka Khatma (End of Semester System) --- Imroz (Lahore) March 5, 1981 (U).

The semester system in the Punjab University has been replaced by the old examination system. Now the admissions in the M.A. and M.Sc. would be taken on the basis of annual examination. The semester system was introduced in the Punjab University some ten years ago. This system would have proved effective and successful had there been no politics in the campus, had the teachers and students given their whole attention to studies, had the library been equipped with all sorts of reference and modern books. Although the semester system has been abolished, yet nobody knows how far the old system would prove successful. Its success depends mainly on the congenial relationship between the teacher and the student. The teachers must not indulge in favoritism. The students should devote their energies on studies and keep away from politics. It is also incumbent on the authorities to take necessary measures to make the old system effective and meaningful. They must also make concerted efforts to raise the standard of education.

26. IMAM, Mutiul. Semester System --- Dawn (Karachi) January 23, 1981.

Semester requires, besides adequate supply of tools, such as books and laboratory facilities, continuous devotion on the part of both the teacher and the student. In our universities the tools are inadequate, teachers generally not devoted to their job, and students not interested in learning. The pivotal position in the process of education is that of the teacher. The attitude of a good number of teachers to their job is non-serious. There are teachers who take not more than a few classes during the whole of the semester. They never try to complete the syllabus and at the time of examination set question papers only from the little portion they have taught. The marks awarded by them reflect more their impression of a particular student than the quality of his answer.

The present arrangement under the semester system, of leaving

the work of paper-setting and examination entirely to the Course Supervisor has largely contributed to the neglect of teaching work by the teaching fraternity. If the semester system is to be retained, it should be modified to suit our moral standards and material conditions.

27. ISLAM, Wajedul. Semester System --- Dawn (Karachi) March 29, 1981.

There is a controversy about the semester system. The semester system requires a high student-teacher ratio (1:15, 1:18) and its strict requirement of books and equipments would entail what would seem a huge sum as compared to the corresponding expenditure in the sector of basic education. University Grants Commission keeps on granting hundreds and thousands of rupees but there is hardly any improvement in the standards. What we need at the moment is more schools, particularly in the rural areas. Most of the nationalized and Government schools are in a bad shape and need the attention of our educational planners. The semester system should better be tried at the lower level, for example, the matric and/or intermediate level rather than in universities. There is no proper method of teaching in schools and colleges and there is no method of evaluation of a student's abilities. This is another reason that boys resort to large scale copying in examination and the papers are leaked.out.

28. JALALPURI, Abu Saeed Hairat. Examination Malpractices --- Pakistan Times (Rawalpindi) February 15, 1981.

A long chain of examinations is going to start in March and as such it is high time attention of all concerned was drawn to the problem of use of unfair means in examinations. This menace, particularly in middle and secondary stages, is growing fast day by day and is undoubtedly a slur on the fair name of education. The matter has two main aspects: administrative and moral. We have been laying stress mostly on the former, and that too half-heartedly. It will not be difficult to realise that the problem is directly attributable to the loss of moral values and social degeneration. Students, teachers, administrators and even parents are all to blame for this sorry state of affair.

A number of suggestions have been put forward for checking the malpractices in examinations.

29. JAMSHAID, Mohammad. Test Reliability --- Education Review (Islamabad) Vol. 1(5): 68-74. July, 1980.

Tests are too frequently objected because they are not properly standardized. They are not completely valid, reliable and objective. In spite of many defects in tests, it is impossible to do without tests, unless better instruments of measurements are available. Tests were used, are being used and will be used. The only case to be taken is to use tests, keeping in view all their limitations. Efforts should also be continued to improve tests to make them as satisfactory instruments of measurements as possible.

A good test meets satisfactorily the criteria of stability, reliability, validity, objectivity and standardization. The writer discusses test reliability and different procedures used for obtaining the co-efficient reliability under the headings: 1) meaning and definition of reliability; 2) test, re-test reliability; 3) parallel test reliability; 4) split half-reliability; and 5) analysis of item consistency.

30. KHAN, Gul Mohammad. Re-introduction of Annual Examination --- Pakistan Times (Rawalpindi) March 8, 1981.

The Academic Council of Punjab University has reportedly approved the re-introduction of the annual examination system at the master's degree level. In consequence of this decision all the admissions to the M.A. and M.Sc. classes this year will take place under the old method of yearly tests and not under the semester system with which the university experimented over the last several years. The semester system was imported from abroad and planted here without taking into account the special conditions that are essential to its successful working. The value of the old system of annual examinations in our peculiar context is that we are at least sure about the uniformity of the test taken, and students have to study and work on a subject for a sufficiently long period of time. There is however no standardization at the marking stage, which is the biggest defect of the old system.

31. KHAN, Mohammad Aslam. Imtehanat Mein Naql Ka Rujhan (Tendency of Cheating in Examinations) --- Jang (Rawalpindi) January 8, 1981 (U).

The growing tendency of cheating in examination halls may well be described as a national tragedy. It is the immediate duty of the Enquiry Committee set up by the Government to probe into

the cause and take drastic steps to stop it. The responsibility does not wholly lies on the teachers. The Educational Board and the University is also responsible for the cheating in examinations. It is their responsibility to see that the textbooks are being taught in the educational institutions regularly. It is also their duty to stop registration of institutions which are not upto the mark. It is surprising that the Educational Board has suspended the Inspection Team. The Board and the University are an integral part of our educational system. Their slackness creates unhealthy trend among the students. So far as the Board and the University do not take drastic steps jointly against the growing tendency of cheating and other malpractices in the examination halls, the situation would not improve.

32. NIAZI, Ghulam Yasin Khan. Imtehanat Mein Najaiz Zaray Ka Istemal (Use of Unfair Means in Examinations) --- Nawai Waqt (Rawalpindi) February 7, 1981 (U).

The increasing trend of using unfair means in examinations is alarming. The main reason of this trend is undue importance given to the external examinations. We have become so used to external examinations that we often demand for them. What is, therefore, needed is to reduce the number of external examinations. It is suggested that if primary, middle and matric examinations are done away with, the tendency to use unfair means could be minimized and the importance of the external examination would automatically be reduced. The use of unfair means could be curbed if arrangements are made for internal examinations.

33. SIPRA, Mohammad Azim. Semester System (Semester System) --- Jang (Rawalpindi) January 13, 1981 (U).

The Academic Council of the Punjab University has decided to discontinue the semester system from the next academic year and has constituted a committee consisting of educationists and senior teachers to propose other system of examinations. For the successful implementation of semester system the setting up of well-equipped libraries and the appointment of adequate number of teachers was necessary. The semester system demands hard work from the students. Unfortunately the majority of our students either do not work hard or they prefer cheating in the examination. The semester system should not have been started at the university level. It would have been better had this system been started first at the secondary classes and then gradually introduced at higher level. This

step would have helped stop the tendency of cheating among the students and the meritorious students would have received the reward of their hard work.

HIGHER EDUCATION

34. HUSAIN, Mushahid. University Administration in Pakistan --- The Muslim (Islamabad) February 7, 1981.

The recently promulgated Ordinances to amend the University Acts of 1973 have revived the debate of University administration in Pakistan. The debate happens to be a fundamental one as it revolves around the entire concept of a university vis-a-vis the state apparatus, of which it is an instrument, and the manner of its functioning. Among the significant changes sought by the new University Ordinances, elimination of the rotation system is one. However, no criteria for the appointment of chairman of teaching departments are laid out in the new regulations. One disturbing element in the new regulations is its emphasis on strengthening and elevation of the person of the vice-chancellor. The other important issue requiring attention concerns due recognition of merit and professional competence of university teachers.

35. KAZI, M.A. Campus Problems. --- The Muslim (Islamabad) March 5, 1981.

Must we have a separate campus for each university we have in the country? Can we really afford this luxury? Have our campuses served the purpose for which they were established? Do we see any hope for their better functioning in future? Can we ever succeed in bringing peace and tranquility at the campus? These are some of the questions which need a very serious attention and consideration of our educationists, planners, decision-makers and those who are involved in teaching-learning process at the university level. It appears that all the ills of the university life today are due to our initial mistake of putting up a separate campus for each of our universities outside the city limits. Time has shown that even after so many years we have not been able to develop our campuses properly and profitably. In view of these facts if the universities were located inside the cities most of the problems would have been solved. The expenditure which would have to be incurred on providing facilities at the campus would be spent on providing more books in the libraries, more equipment in the laboratories for students and teachers. A fresh appraisal must be made of the situation.

36. KAZI, M.A. Universities and Their External Interfaces --- The Muslim (Islamabad) February 19, 1981.

An average size university in Pakistan has between 3,000 to 6,000 students on its rolls and about 250 to 350 members of the faculty. This is a sizeable number of a corporate fraternity of educated intellectuals. But it can also be mobilized as an effective physical and manual force. Teachers and students can participate in many socially useful projects. Another very useful work would be the popularization of science and scientific methods by mass contact and through mass media to bring the knowledge of science to the community and making the ordinary citizens science-minded and science-conscious to be able to appreciate the impact of science and technology on our life and living. This can be done by arranging short courses, popular lectures, lecture demonstration and by showing movies on different subjects.

One of the greatest drawbacks of university life in Pakistan is the lack of movement of teachers, scholars, researchers and students from one university to another university. Each university has its own method of dealing with these problems. There is a need to discuss these at national level and develop common strategy and tactice for solving them.

37. KHAN, Roedad Ahmad. University Education at the Crossroads --- Pakistan Times (Rawalpindi) February 18, 1981.

Now that all the universities of the country have decided to abolish the Semester System, we are at a point where we have to decide what system should be adopted in the best interest of education. Although the Semester System was adopted with all its components, the attitude both of teachers and students undermined its proper working. We are at the crossroads but a final decision has to be made on which depends the future of education in the country. There are three alternatives to be considered. The first is the old system - one examination in a year. The second course is to think of a new system, possibly the mixture of the two systems - containing good points of both. The third alternative is to reintroduce the semester system. Lack of proper accountability is one of the major factors contributing to the falling standard of education in the country. It has, particularly, ruined the Semester System. There is no check and balance in the Semester System. Teacher has the power to conduct examinations and allot grades whatever he pleases. He may or may not be fair. There is no controlling mechanism enforced to control and judge the performance of a teacher.

38. NIAZI, Ghulam Yasin Khan. University Syndicate Aur Mulheqa Collegon Ki Numaindigi (University Syndicate and the Representation of Affiliated Colleges) --- Nawai Waqt (Rawalpindi) March 20, 1981 (U).

It is heartening that on the demand of the teachers, the Government have assured some amendments in the University Ordinance. This will improve understanding between the teachers and the University. However, the expected amendments have not been materialised so far.

The most important section of a university is its graduates. In many countries preferential treatment is given to this section. The same was done to the graduates of the Punjab University before the partition of the sub-continent. However, after partition, this tradition did not continue. The more their importance is recognized, the more interests they would take in the affeirs of the university. In view of their little importance at present, they cannot play effective role in the affairs of the university. It is high time that the importance of graduates is recognized.

LIBRARIES

39. AHMAD, Mashkoor. Library Movement --- The Muslim (Islamabad) March 20, 1981.

The concept of a library is one of the most valuable contributions of the Muslims. It is in keeping with this tradition that the new Jamia Islamia (Islamic University) in Islamabad is planning to have the biggest library, housing the vast literature on Islam in all languages. While hoping for the success of this new venture one is painfully reminded of the plight of most of the existing libraries in the country.

Lately the prices of books have shot up to such an extent that most books are beyond the means of those who need them. It is imperative for libraries to cater to the needs of students and scholars, but most libraries have to be content with a meagre budget. In view of this, not only that we endeavour to build new libraries, we should also renovate and re-stock our older libraries, especially those in colleges and universities. The first and foremost need is to allocate adequate funds for the purchase of new books. Library budgets must be commensurate with the current inflated level of book prices.

LITERACY

40. ALI, Amanat. Literacy and Mass Education Commission --- Dawn (Karachi) January 18, 1981.

Literacy and mass education is not a new problem. The various methods, materials, techniques and strategies have already been tried and tested in some of the countries of Asia, Africa and Latin America. The financial resources for adult education programs, their academic and administrative procedures, the agencies to be involved, as well as usefulness and quality of instruction have all been discussed.

The Commission appointed by the Government for this purpose will take at least a year for going through its formal procedural routine. Momentum can be generated right now by providing institutional frame-work for literacy and mass-education, arranging courses in the methodology in colleges of education in each province and by taking up the work of preparing specialized textbooks pertaining to selected technologies. Teachers cannot be trained in the absence of centers of Adult Education. It is, therefore, absolutely essential that at least one center in each of the four provinces should be started as early as possible.

41. IKRAM (Mrs.) Azra. War on Illiteracy - Outlines of National Plan of Literacy Action --- Education Review (Islamabad) Vol. 1(4): 7 - 59. September, 1979.

It is now widely accepted that education has a vital role in creating human capital which is a crucial factor for economic development. The education scene in Pakistan has been most dismal during the past three decades. The situation demands serious attention of all the relevant agencies involved in this endeavour.

The writer has dealt the topic of war on illiteracy in detail under the headings: 1) economic constraints; 2) financial aspect; 3) annual wastage; 4) logic of planning; 5) working conditions in villages; 6) schools in cities; 7) primary schools in Pakistan; 8) adult education; 9) fund; 10) educational expenditure; 11) distribution of funds; 12) fifth five-year plan allocations; 13) five year plan of Pakistan; 14) one year plans; 15) primary education and development program in Fifth Plan; 16) detergents to regular attendances in schools; 17) teachers' training university; 18) vocational bias to education; 19) community participation; 20) sex

differentials and female education; 21) adult education; 22) planning for literacy; 23) plan of operation for literacy; and 24) Quranic injunction.

42. KHAN, Abdul Ali. Literacy and Mass Education --- Dawn (Karachi) March 20, 1981.

Functional literacy is an idea to combine literacy and numeracy with a program of education in basic vocational skills directly linked to the occupational needs of the participants. Since reading, writing and numeracy in segregation cannot provide opportunities of expanding their potential capital in the service of society, combination of the same with basic vocational skills consistent with their occupational needs is inevitable in the present developing world.

Non-formal education serves as supplementary or complementary to formal education and does not offer an alternate to it. As such, the resources of formal education like those of buildings, teachers and even students would form an integral part of the overall plan of literacy and mass education. With 3 per cent annual population growth rate and limited resources in the country, non-formal education approach appears to be one answer to eradicate illiteracy for which cooperation from every man and woman in Pakistan would be needed.

43. MAHMOOD, Tariq. Nakhanda Logon Ki Ta'aleem (Education of Illiterates) --- Jang (Rawalpindi) January 10, 1981 (U).

It is unfortunate that a well-knit plan has not yet been prepared for adult education in the country. We have considered a number of proposals for the elimination of illiteracy from the country, but no worth while practical steps could be taken in this regard. It was announced some times back that the centers of adult education will be opened throughout the country within five years. Nothing has been done in this connection. With the rapid growth in population, serious steps are needed to spread literacy. It is unfortunate that a very small portion of the budget is spent on education. The Government should fully recognise the importance of education. Not only the centers of adult education should be opened both in the urban and rural areas, but the number of primary schools should also be increased.

44. MALIK, Fateh Mohammad. Shareh Khandgi Gir Rahi Hai (The Rate of Literacy Falling) --- Jang (Rawalpindi) February 3, 1981 (U).

More and more emphasis is being laid on higher education, but

no attention is being paid to the falling rate of literacy. In order to improve the literacy rate, education at primary level has to be made free and compulsory. It is incumbent on the education planners to pay attention to the primary education along with higher education. An institution is needed for preparing a plan for the improvement of education both in urban and rural areas. The procedure of seeking admission in educational institutions should be easy. At the moment, it is easy to get admission at the university level than at the nursery level.

In order to remove illiteracy from the country, more and more centers for adult education should also be opened throughout the country. Through adult education the rate of illiteracy can be reduced.

45. QAYYUM, A. Involvement in non-formal Education-Consideration for University --- Education Review (Islamabad) Vol. 1(4): 115-124. September, 1979.

A university in this modern age should see the entire nation as its campus, see research and teaching off-campus as well as on campus and concerned with the education of all citizens in a country. To achieve this goal it should promote the creation of structures, the preparation and implementation of programs and the application of educational methods which meet the needs and aspirations of all. This means redefinition of the role of a university signifying the need for extension and re-orientation. A viable means to achieve this end would be introduction of carefully selected and ably implemented modes of non-formal education.

Non-formal education is almost a necessity in the modern world and is one of the latest moves on educational scene. A predominant majority of people of Pakistan still receive education through non-formal and informal means.

The importance of non-formal education is discussed and the role of Allama Iqbal Open University is described.

LITERATURE FOR CHILDREN

46. QURESHI, Mohammad Aslam. Bachochon Kay Adab Ki Takhleeq-o-Tarveej (Writing and Development of Children's Literature) --- Kitab (Lahore) Vol. 15(4): 48-50. February, 1981 (U).

To create children's interest in literature is the basic

responsibility of the educational process. Creation of interest in literature and its development need good books, regular literary program and intelligent and learned teachers.

A detailed discussion is made as to how a literary program should be devised and planned. So that it could develop literary creativity in children. The duties of the teacher in regard with the literary program are pointed out. The whole subject is discussed under the headings: 1) aims of literary program; 2) individual reading; 3) oral reading of literature; 4) oral reading and writing of literature; and 5) literature dramatising.

MEDICAL EDUCATION

47. MOHAMMAD, Eice. What Ails Medical Education --- Pakistan Times (Rawalpindi) February 8, 1981.

Although there has been considerable expansion in medical education facilities in recent years, the sector suffers from many problems and is still without a sense of purpose and direction. The medical graduate passing out from medical colleges should conform to certain standards of professional, theoretical and practical skills with special emphasis on conditions. The Medical and Dental Council and academic concils of medical colleges should have laid down the standard. Similarly, training of medical graduates in public relationship, medical ethics and sick human psychology should have been made part of the curriculum. Few medical teachers keep a record of curricular performance of students, or have their own system of recurrent evaluation of students under training. There is no institute for training of medical teachers. A medical teacher must be a model for the students to follow in professional and human matters. Unless a thoroughly new approach is adopted towards medical education through renewal of curricula, improvement of teaching techniques, and above all, the recruitment of dedicated teachers, the situation cannot improve.

PROFESSIONAL EDUCATION.

48. AWAN, Farooq Ali. Commerce Ki Ta'aleem (Teaching of Commerce) --- Imroz (Lahore) February 25, 1981 (U).

The importance of commerce education cannot be ignored. The developed countries, in particular have attached much

importance to it. It is heartening that its importance is being recognized in Pakistan also. Statistics, Marketing, Finance and Advance Maths. should also be introduced in B.Com. syllabus. Like other subjects the course of B.Com. should be made professional. It would be in the interest of the students if semester system is introduced for B.Com. Immediate attention should also be paid to streamline the present syllabus in the light of new trends in the field of business. We are still sticking to old syllabus. Our educationists have not shown any interest in commerce education, What is being taught in colleges and universities is based on old methods. The syllabus of commerce education needs to be prepared a fresh.

PSYCHOLOGY

49. SAQIB, Noor Ahmad. Mazameen Ka Intekhab (Selection of Subjects) --- Imroz (Lahore) January 31, 1981 (U).

The selection of subjects according to taste and aptitude of students plays an important role in education. Now a days all parents want their wards to become either a doctor or an engineer and students are compelled to take up medical or engineering subjects, irrespective of their interest and aptitude in these subjects. Most of the student do not come up to the expectations of their parents. It has also been observed that if a student has aptitude for technical education, his father would force him to take admission in medical college. It is the duty of the principal and the teachers not to admit any student who is not found fit in the subject he has selected. Prior to admission, every student should be examined thoroughly. The rule and regulations as laid down for admission must be strictly followed.

50. SHAHID, Mohammad Shoaib. Promotion of Mental Hygiene through Education --- Education Review (Islamabad) Vol. 1(5): 59 - 67. July, 1980.

Our educational institutions are facing various kinds of issues which have mostly emerged due to non-availability of mental health and counselling services in educational settings. Due to absence of mental hygiene in young generation, faculty, parents and educational administration, various educational issues have already crippled the national progress.

The introduction of counselling and guidance services is a

must in our educational system, because only through this service students as well as teachers restlessness and youth involvement in educational activities can be channelized towards fruitful results.

A comprehensive analysis of mental hygiene is presented which can be utilized from school to university levels. It is the professional insight which can lead to increase in output in various educational systems.

51. SIDDIQI, Amjad Nawaz. Science Ki Ta'aleem Ka Rujhan (The Trend for Science Education) --- Jang (Rawalpindi) January 30, 1981 (U).

The selection of subjects is a very difficult job. Often it has been seen that without taking account of the aptitude of a student, his parents force him to take up subjects of their choice. The result is quite obvious. Due to lack of interest in the subject, he often fails in the examination. Parents should not force their wards to take a subject for which they have no aptitude.

Tests should be arranged to judge the aptitude of a student. The responsibility of a teacher in this regard is very big. He is to watch closely the progress of the student and advise accordingly. It has been observed that students are forced to select science, when they have no aptitude for the subject. This results not only in the loss of money and time but also in the disappointment for the poor student.

STUDENTS' PROBLEMS

52. KHAN, M. Athar. Student Personnel Services --- Education Review (Islamabad): Vol. 1(5): 38 - 41. July, 1980.

In its essence the concept of student personnel services is not novel. But as a professionally organizational and unified comprehensive program of university student services, it is American in spirit. It is an American development of the present century, and is today an integral part of every college and university of the United States of America. A program of student services is generally an organization of student services which includes admission, discipline, housing, food, health, student organizations, student participation and role in management, financial aid, faculty advising, student counselling etc. In its totality the program of

student personnel services embodies the characteristics of a system which aims at facilitating the education of the youth.

The concept is critically analysed and its application outside America, including a number of developing countries is discussed.

TEACHER EDUCATION

53. AFZAL, M.M. Teacher Training Institutions in the Punjab --- Education Review (Islamabad) Vol. 1(5): 1 - 15, July, 1980.

In any educational set up the teacher is the pivot round which the whole system revolves. In view of the importance of teacher education, the National Education Policy has suggested some sort of over-hauling of the Teacher Training Program. In this regard, it is necessary to have an overall view of teacher training institutions and to find out their failings and problems and to make an objective evaluation of the whole program.

This study was undertaken with a view to: a) evaluating the working of teacher education institutions; b) finding out their failings and problems; c) studying the supply and demand position of trained teachers; d) suggesting measures for optimum utilization of these institutions; and e) making general recommendations for the improvement of teacher education.

There are five tables at the end showing enrolment, teacher-student, ratio and vacancies and applicants.

TEACHERS

54. AHMAD, Muneer. Teacher's Accountability --- Pakistan Times (Rawalpindi) February 21, 1981.

Teaching is no doubt a sacred task and only an intellectual, with a fully developed personality can become a good teacher. In the past the services of the teachers were taken over by the Government through the nationalization of all schools and colleges. This was a good move as far as the safeguard of the teacher's rights and privileges was concerned. But it turned out to be a bad step as far as the standard of education was concerned. What is happening in schools and colleges is well-known to all parents. Although the students

students do qualify in their espective examinations, they do not gain knowledge.

Much of the precious time is wasted here by way of holidays. In a year, a teacher enjoys about 213 holidays. So, out of 365 days the teacher works for only 152 days, i.e. about five months. In the advanced countries the teachers work day and night. They are always punctual and seldom take leave although leave may be due to them. During vacation they arrange seminars, work-shops and re-orientation courses.

55. ASHRAF, Ch. Mohammad. The Role of School Supervisor as an Educational Leader --- Education Review (Islamabad) Vol. 1(5): 51 - 58. July, 1980.

Leadership has been defined as man's ability to take initiative in a social situation, to plan and organize action and in so doing to evoke cooperation. Educational leadership, as a group function, aims at the improvement of educational opportunities, self-realization of growing citizens and as a means of community improvement. Characteristics of creative leadership are discussed.

The subject is discussed in some detail under the headings: 1) leadership approaches to supervision; 2) supervisory leadership in the use of instructional materials; 3) supervisory leadership and curriculum improvement; and 4) practical measures for curriculum improvement.

56. GHAFOOR, Abdul and GOLRA, Mohammad Anwar. Supply of and Demand for Primary School Teachers in Pakistan --- Education Review (Islamabad) Vol. 1(4): 74-90. September, 1980.

As a first step towards the development of human resources, stress is being laid on universal primary education. Pakistan being a developing country has always been striving for the achievement of universal primary education. But, unfortunately, there had been little success. Funds allocated for primary education have always been diverted to secondary or higher education.

Teachers constitute a significantly important component of the primary education system and their supply as well as demand has to be determined or estimated in the context of manpower planning. The writers have conducted the study for the purpose and discussed it under the headings, methodology and findings. The findings are detailed under the heads:

1) Pakistan's population and its growth rate; 2) total school age population; 3) existing stock of primary school teachers; 4) projected demand for primary school teachers; and 5) conclusion. There are seven tables at the end of the article showing need and demand of teachers at various stages.

57. KALIM, Siddiq. A Scientific Approach to Higher Teaching --- Education Review (Islamabad) Vol. 1(4): 60 - 63. September, 1979.

Teachers are the makers of a nation and a nation that does not respect its reachers is doomed. With the expansion of education in this country, teaching now tends to be looked upon merely as another public service. It is time we worked out a new philosophy of teaching since education is bound to expand further at the school level if this country is to develop on sound lines. This involves integrating the old values of the profession with the new ones in a manner that sustains the ideological plans without ignoring the national reality.

Pakistan like other countries has to evolve its own strategy of development and system of education with a view to creating an egalitarian society. Such a new strategy alone can bring about a harmonious and healthy overall development of the individual as well as of the country. Teachers are expected to play a major role in this scheme.

58. KHAN, Intezar Husain. School Teachers --- Pakistan Times (Rawalpindi) January 18, 1981.

There is no denying that the school teachers have been deprived of their legitimate rights with regard to equitable rise in pay-scale and scope of promotion to grades 17, 18 and 19. Before the introduction of the National Pay Scales, headmasters in the selection grade were equivalent to associate professors and inspectors of schools, after promotion from amongst headmasters, equivalent to professors. Thus there was no disparity between the teachers of college and school cadres. Now no post in Grade 19 has been specified for school teachers. On the other hand, regular promotions to Grades 18 and 19 are promptly made from amongst the college teachers. The Government should look into the matter with a view to restoring the status of the school teachers so that they may be in a position to compete with the college teachers for higher administrative posts.

59. MALIK, M.R. School Teachers --- Pakistan Times (Rawalpindi) January 2, 1981.

A school teacher previously could compete with a college teacher upto the level of DPI, but during the subsistence of the same service rules, he cannot even get a chance to become a Director of Education only because of the gross disparity created under the National Pay Scales. This has resulted in total domination by the college teachers in the administrative affairs of the Education Department. It is unprecedented that Grade 18 posts in the school administrative cadre, lying vacant since 1974, have not been filled up by promotions from amongst the headmasters and headmistresses and the present incumbents are working on their own pay in Grade 17. This discrepancy has created many complications in the absence of regular selection on the basis of seniority-cum-fitness.

60. MALIK, M.R. Women Teachers --- Pakistan Times (Rawalpindi). March 4, 1981.

In order to grant more rights and ensure equality between the teachers of both sexes, separate service rules for men's and women's sections were framed in 1962 and 1963. But in 1974, the separate administrative structure was abolished and joint posts of divisional directors of education and district education officers were created and their incumbents were appointed only from amongst men teachers. This deprived women teachers of their right to be promoted against those unspecified posts which were not reserved for either sex.

It is high time the situation changed during the process of Islamization of laws, especially when the Constitution of our country provides equal rights in service for both sexes. Separate directorates for schools and colleges will soon be set up. In them equal number of posts for men's and women's sections should be created to ensure independent administration of the girls institutions.

61. SHAHEEN, Rahim Buksh. Asateza Aur Unki Zemmaydarian (Teachers and their Responsibilities) --- Nawai Waqt (Rawalpindi) January 14, 1981 (U).

A teacher has many responsibilities. He is not only to teach the textbooks but also to build up the character of his students. It is unfortunate that the teachers today have forgotten their responsibilities. They simply attend the classes to while away the time. This attitude not only lowers the standard of education, but results in disrespect of teachers by their

students. It is found that majority of teachers are only interested in the increase in their salary. The situation has further deteriorated with the nationalization of schools and colleges. The standard of education will continue to fall if our teachers fail to share their responsibilities honestly. It is suggested that strict measures should be taken against those teachers who are found indulging in politics.

62. SIDDIQI, Sartaj. Asateza Kay Masa'il (Teachers' Problems) --- Jang (Karachi) March 8, 1981 (U).

No scheme of national educational planning would achieve success unless the problems and difficulties faced by the teachers are solved. Some of the problems with suggestions are provided: 1) The problems of the teachers belonging to Nursery and Kinder-garten; With the exception of few schools, all these institutions are run purely on commercial basis. The government has no control over them. All these schools should be registered with the Education Department, and the pay of the teachers of these schools should be fixed according to the salary structure of the Government teachers. 2) The problems of recognized schools in private sector: Governing Board should be set up for the management of all the private schools. The facility of the Provident Fund should also be provided to the teachers of these schools. 3) The problems faced by the teachers of primary schools: It is a matter of great concern that the problems being faced by the primary teachers are numerous, but no attention is being paid to solve them. Although the basic qualification that is needed for the post is Matric with PTC/JV, but teachers working are either Inter or Graduates. These teachers, however, are deprived of basic facilities.

TEACHING METHODS AND MEDIA.

63. DAR, M. Anwar. Jadid Tariqa-e-Tadrees (The Modern Method of Teaching) --- Jang (Rawalpindi) January 27, 1981 (U).

In most of the countries of the world, new teaching methods are being adopted for better results in education. The developed countries, in particular, have achieved tremendous success through the experiment of modern techniques and methods in education. We, however, still adhere to the hackneyed and old methods of teaching. What are those techniques which need to keep in view for the teachers? According to the modern technique of teaching, the teacher

must know the psychology of his student. It helps the teacher to create interest in the minds of his student.

It is necessary for every teacher to receive training in the modern techniques of teaching. No teacher would prove successful without having been trained in the modern techniques. No doubt there are such centers for training of teachers, but this training is not provided to the teachers of primary schools. Such training should be provided to primary teachers, and this will help in raising the standard of education.

TECHNICAL EDUCATION

64. MALIK, Mazhar Ali Khan. New Direction in Engineering Education --- Pakistan Times (Rawalpindi) February 24, 1981.

The progress in the engineering field in Pakistan is no doubt impressive but we have still to go a long way. Pakistan needs more engineers to spearhead the technological developments. We have now progressed to one engineering student for a 10,000 population while Libya has five, the U.S. has 17 and Russia 89. The Punjab has only half a student for a 10,000 population, the NWFP and Baluchistan have one. On the other hand, thanks to the initiatives of both the Government and Industrialists of Sind, the province has now two students for a population of 10,000. In Pakistan, due to low salaries the number of engineering professors with doctorate degree form eight to 24 per cent of the total staff. At London's Imperial College 69 per cent of the staff holds a Ph.D; at Libya's Al-Fateh University 75 per cent holds doctorate and at the Polytechnic Institute of New York, the figure is 90 per cent.

TEXTBOOKS

65. QAZI, Mahmudul Haq. Sasti Aur Behtar Nisabi Kitaben (Low Priced and Better Text books) --- Jang (Karachi) February 20, 1981 (U).

Low priced and better printed textbooks play an important role in promoting education. Our textbooks are generally badly produced and very costly and are beyond the purchasing power of the low income group. Then every year the textbooks are changed. There is no doubt that the price of every commodity has gone high but the way the price of our textbooks has gone up is fantastic. It is high time that the Government pays

immediate attention to the rising price of the textbooks. In the presence of Federal Textbook Board, Provincial Textbook Boards, National Book Foundation and National Book Council, it seems strange that the textbooks for schools and colleges are neither well produced nor the price are within the reach of the common man. We should engage experienced hands in the country for the better production of textbooks.

WOMEN'S EDUCATION

66. ALI, M. Women's University --- Pakistan Times (Rawalpindi) January 1, 1981.

It was learnt that in the current fiscal year two women's universities, one in Lahore and the other in Karachi, would start functioning. The plan could not be implemented for lack of funds. An Islamic University is being opened in Islamabad. The Bahawalpur University and the facility at the Quaid-e-Azam University can adequately meet the present needs of Islamic education and the funds earmarked for the new Islamic University can be utilized for establishing a women's university at the old campus of the Punjab University. Most of the teaching departments of the Punjab University have been shifted to the new campus. The remaining departments and the administrative offices too, can easily be housed in the new premises. Majority of parents in Pakistan do not like to send their daughters to the universities for co-education. These girls discontinue their studies after graduation. So, a women' university should be established without delay. If the Government does not have the resources, can not the public raise funds for the purpose?

67. IKRAM (Mrs.) Azra. Decade of Women and Search for non-Formal System of Education for Females in Pakistan --- Education Review (Islamabad): Vol. 1(5): 16-30 July, 1980.

Access to education is a key factor for social progress and for reducing the gap between the socio-economic groups and sexes. The 11 percent overall female literacy rate in the country and as low as 4 percent literacy rate of the females living in the rural areas of Pakistan, reflects the low priority accorded to the whole question of women's education in the country. The need to search a non-formal system of education for females in Pakistan is imperative.

The subject has been discussed under the headings: 1) equal rights for women; 2) recurrent themes of the decade of

women; 3) widening gap between city and village women; 4) the education profile; 5) limitations of the formal schooling system; 6) four constraints; 7) feeble adult education system; 8) history of adult education; 9) literacy workshops and pilot projects; 10) directorate of adult education; 11) girls guides program; 12) system geared to the needs of the people; 13) characteristics of non-formal education; and 14) national plan of action for literacy.

There are three tables at the end showing annual development programs, enrolment and literacy rates.

68. YAZDANI, Ameena. Universalization of Women's Education --- Pakistan Times (Rawalpindi) March 20, 1981.

To make mass educational programs a success in view of the large rural female population, separate educational strategies have to be developed. The proper development and effective utilization of this most important economic resource calls for relevant training and skill formation. To eradicate female illiteracy in Pakistan a different concept of functional literacy has to be introduced. Non-formal education can be imparted through mass media programmss.

It is important to impart vocational training along with functional literacy so that after completion of primary education, the girls by earning may add to the family's meagre income. Even though girls primary schools cannot be directly incorporated into the production process and should retain their main function of conveying basic skills, their curricula should be especially relevant to real conditions. When the value of such environment oriented schools can be demonstrated to the parents their expectations will also change.

GENERAL

69. BABER, Nasim. Ta'aleemi Mas'ala (Educational Problem) --- Jang (Rawalpindi) February 3, 1981 (U).

It is painful that 75 per cent of our children are deprived of education. Education upto matric should be compulsory. If our resources are limited to achieve this end, we have to make efforts to find the means. The private sector may be allowed to set up schools in the country. Special attention is needed to provide education in rural areas. We should open free schools for rural area children. Those who want to open

schools, they should be encouraged to do so. If this is done, more and more people would come forward and help in disseminating education.

Facilities for research in higher education should also be provided. Due to non-availability of such facilities the students and the teachers who are interested in research work are facing serious problems. It is high time that the Government looks into these problems and makes efforts to solve them.

70. JONATHAN, Herald. Aadat-e-Mutalea Kay Farogh Mein Ghar, Asateza, Samaji Idaron Aur Iblagh-e-Aamma Ka Hissa (The Role of Home, Teachers, Social Institutions and Media in the Development of Reading Habits) --- Kitab (Lahore) Vol. 15(4): 39-41. February, 1981 (U).

Importance of sound reading habits cannot be over emphasized. However, very little attention has been paid in our country to the development and promotion of sound reading habits. Reading habits are not developed overnight. It needs a long careful training from the beginning. Man's first school is his home and it is the education at this stage that makes or mar a man. Unfortunately, we do not realize the importance of the education a child gets at his home. Parents are in a position to really motivate their children in reading by providing healthy reading material at home or by encouraging their children to use nearby library.

In the same way teachers play an important role in developing reading habits among children. It is sad that in most of our schools, there exist no library facilities. Establishment of school libraries is the need of the day. The role of social organizations in the development of reading habits is also discussed.

71. JULLANDHRI, Nazar. Ta'aleem Kay Maqasid Aur Uski Ifadiyet (The Objectives of Education and Its Utility) --- Imroz (Lahore) February 20, 1981 (U).

Despite the establishment of innumerable educational institutions, the ratio of literacy remains at low level. Our parents take little interest in the education of their wards. Once a child is admitted in a school, they think their responsibility is over. The fact is that we have not as yet admitted the utility of education. Both the parents and the students have only one aim before them and that is to obtain

degree by any means. In order to obtain degrees, our students use unfair means in examinations. Good education needs congenial educational environment, experienced teachers, adequate interests shown by the parents and effective administration for smooth running of the institutions. There are only few institutions which fulfil these needs. Now a days only those graduates adopt the teaching profession who fail to get employment in other departments. For primary standard, only matric passed teachers are employed. They are usually untrained. How could they transfer their experience and knowledge to their students? If we really want the ratio of literacy to be increased we have to plan our education on correct lines.

72. KHOKAR, Mushtaq Ahmad. Bachchon Mein Aadat-e-Mutalea Ka Farogh (Development of Reading Habits among Children) --- Kitab (Lahore) Vol. 15 (4): 44-45. February, 1981 (U).

The development of reading habits among children depends on three factors namely reading readiness, availability of reading material, and the role of school and home.

Reading readiness is the mental attitude which is the result of children's interest in reading. According to modern research the other factors which effect the reading readiness include the mental age of the child, educational material, teaching method, basic understanding of language, and vocabulary. Though all reading material help in learning, but there is some reading material which attracts more. Some discussion is made on the selection and preparation of suitable reading material for children. It is also discussed how the home and the school help in the development of reading habits.

73. RIZVI, Fazle Haq. Iqtesadi Taraqqi Mein Ta'aleem Ki Ahmiyat (Importance of Education in Economic Development)--Imroz (Lahore) February 11, 1981 (U).

One of the major problems before the developing countries of Asia and Africa is that how much importance should be given to the expenditure on education as compared to the expenditure on other fields. It is now an accepted fact that expenditure on education is a good and necessary investment, It is, therefore, necessary that we plan education in such a way that we do not suffer a loss. We must lay down its objectives like other expenditure of the capital.

The whole tragedy lies in the fact that we have not as yet realized the importance of education. We send our children

for education as a matter of routine only. We spend money on tuition fee, because we have been forced by the society to do so. Investment on education is highly profitable. This produces engineers, doctors, scientists, scholars and all the skilled labor. In fact the entire economic development of a country depend on its quality of education.

74. SAQIB, Noor Ahmad. Hamara Ta'aleemi Inhetaat (Our Educational Deterioration) --- Imroz (Lahore) January 28, 1981 (U).

The results of the Intermediate annual examinations of the Sargodha, Lahore and Bahawalpur Boards held in 1980 clearly show the decline in pass percentage. In the Arts group only 32.5 percent students could pass in English. In other words it means that about 70 per cent students failed only because of English. It is unfortunate that instead of paying more attention to the standard of education, more and more colleges and schools are being established. Most of the schools and colleges are housed in dilapidated buildings; no amenities and facilities have been provided; most of the classes go without any teacher. In order to raise the standard of education and improve the conditions of the institutions, it is necessary to restrict the number of students in a class. Guess papers and guide books need to be confiscated and a ban should be imposed on their publication. Private tuition should also be discouraged.

75. SAYEED, Mohammad. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Imroz (Lahore) January 19, 1981 (U).

The standard of education in the country is falling day by day. In most of the universities of the world only those students get admission in higher classes who have passed the matriculation examination in all subjects. We do not adhere to this principle. In order to improve the system of our education, we have to revise our present syllabus in the light of our national requirements. More attention need to be paid to primary education. This is the base on which the whole edifice of our education stands. Attention should also be paid to the development of adult education.

LANGUAGES, TEACHING OF (Special Section)

76. AHMAD, Shakil. English Teaching --- Pakistan Times (Rawalpindi). March 26, 1981.

A second language is learnt to be used for practical ends, but our education planners seem to think otherwise. They have

imposed centuries-old courses which have nothing practical about them. Even in M.A. archaic textbooks have blocked the way of learning contemporary language. It is a wrong assumption that those who get admitted to M.A. know the English language well. Most of them cannot speak fluent English. The solution to this problem lies in adopting language-oriented courses. As far as examinations are concerned, it is wrong to judge a student's proficiency in English without oral examination. While teaching a language, speaking and listening should be considered as important as reading and writing. Due to lack of these skills, students remain virtually deaf and dumb in this language. In universities and prominent colleges foreign teachers should be employed to save English from local influence. TV can be of great help if foreign movies and other programs are shown with English subtitles.

77. ASHEER, Umair. Cambridge System --- Dawn (Karachi) January 1, 1981.

The views regarding abolition of English as a medium of instruction and the orders given to schools to terminate the Cambridge system of education with immediate effect will not be welcomed. This decision has been taken without giving due consideration to the effects it will have on the young generation. The need of the hour is to arrange for proper books, teaching staff and the required teaching material in Urdu before embarking on a full system of Urdu as a medium of instruction. By abolishing the Cambridge system the Government is taking away the basic right of presents to choose the desired education they like to give to their children. Lastly, it should not be forgotten that there are thousands of Pakistanis working and posted abroad, where their children are studying in English medium schools. When they have to return to Pakistan, their children will not be able to cope with the Urdu medium of instruction. This will be another discouraging factor for those Pakistanis who want to return home, and to the Government policy attracting trained and educated talent to Pakistan.

78. BHATTI, A.H. Education and Medium --- Dawn (Karachi) February 8, 1981.

Those who favor introduction of Urdu as the medium of instruction at the earliest stage have gone to the extent of branding supporters of English as bureaucrats and highbrows and attribute all our failures to English and the system of education. There is a general feeling that attempt to teach science in Urdu without adequate preparedness has caused more

harm to science education than good to Urdu and people got more and more disillusioned as time so spent could not be compensated for. The international status that English has acquired through many centuries must be recognized without jeopardizing the status of the national language. There is no harm in learning an extra language at the secondary/higher school level. Let the nation have a long range policy which is not subjected to major changes frequently and work it out sincerely. After all if Pakistanis can teach children of other nations satisfactorily, why cannot they teach their own.

79. DURRANI, Waheed. Medium of Instruction --- The Muslim (Islamabad) March 1, 1981.

No territory, no race, no language, is more holy or unholy than the other. A language, for instance, is a medium, a means to acquire knowledge and to communicate and express ourselves. Since English has become the dominant international language and the key to world knowledge, and since it has become a part of our heritage, we must preserve it for our own good. Now if English is taught properly and a habit of reading is inculcated in the students, the quality of the mind becomes far superior to that of the Urdu medium student. It has been observed that those who have been to Urdu medium schools are generally emotional fanatical, narrow in outlook and lacking any spark of dynamism. The nation, consiously or unconsciously, has realized the dynamic significance of English language. Taking advantage of this situation unfortunately some schools are charging exorbitant fees and exploiting the parents. The parents are ready to sacrifice any amount as long as their children can acquire knowledge of the English language.

80. GILANI, Nazir Husain. English Language Cannot Go --- MAG (Karachi) March 12-18, 1981.

While English is the most developed language today, a truly international language, it is also a fact that English is a foreign language and whatever we do it cannot be as good for us as our own languages. We must, therefore, be clear about two things. Firstly, we must have our own languages as medium of instruction and secondly, that we cannot afford to ignore English as the second language. We should, therefore, evolve a system whereby children are given instruction in Urdu or any other regional language and after Urdu, English should be taught as a second compulsory language. This can be started from Class II or III. This is time that we take a proper decision. Another thing that needs to be emphasise here is that whatever decision we take must be applicable to all schools

equally whether they are Government, private or so-called English schools run by Christian missions etc.

81. HAQQI, Shanul Haq. Medium of Instruction --- Dawn (Karachi) February 4, 1981.

To have English as a medium of instruction calls for a wholesale social change. We must turn our society into an English speaking society. The demand comes from the families that have partly gone through the process you cannot detach a language from its social milieu and still expect that it would serve as a natural living instrument. English is like a dead language for the students at large, who find it missing from their lives and only meet it in their textbooks. Having to express himself in an alien medium cramps a child's mind, limits his capacity for self-expression.

Urdu is far more advanced in our times. It has already served as the medium of instruction in at least one university for almost three decades, i.e., the Osmania. We should have made up our mind on the subject long ago instead of having an endless debate on it. It is high time that English is replaced by Urdu. Let Urdu be declared as the medium of instruction at all levels.

82. ISLAM, Moinul. National Education Policy and the English Language --- Education Review (Islamabad) Vol. 1(4): 108-111. September 1981.

The National Education Policy has finally defined the status of Urdu and that of English in the country. It has been suggested that English has to be taught for functional purposes rather than literary and creative. It has also been demanded in certain quarters that the time for learning English should be drastically reduced and the methods and quality of teaching English should be improved.

The situation has, therefore, put a great responsibility on the teachers of English. Effective English teaching demands a systematic and scientific approach. Several countries have adopted modern linguistic techniques resulting in a remarkable economy of time, money and energy. The writer has tried to highlight and analyse some of the methods currently employed in the teaching and learning of English and has emphasized the need to acquire the latest techniques in this direction. The methods discussed are: 1) grammar translation method; 2) direct method; and 3) linguistic approach.

83. KHAN, Yusuf Ali. Cambridge System --- Dawn (Karachi) January 16, 1981.

Some say that adherence to English hinders the progress of Urdu. This is wrong. English language had a dominant place. Languages are keys to store houses of knowledge. One can open as many such store houses as the number of keys one holds. English language holds the richest store house of knowledge. Why should we deprive ourselves of this wealth? We should learn Urdu because it is the universally accepted cultural language of the Muslims of the subcontinent. We should learn Arabic because our Holy book is in that language. We should learn English because it has become an international language. English is no longer the exclusive property of Britain. It now belongs to the whole world. It is with the help of this language that we effectively express ourselves in international forums. Would it not be unwise to deprive ourselves of this asset? It would, therefore, be a wrong step to abolish Cambridge system of education in the country.

84. KHAN, Zafar Ali. Medium of Instruction --- Dawn (Karachi) January 15, 1981.

There is a lot of confusion about the position of English language. Its value in the international field is one thing and its use as a medium of instruction is something quite different. The question is, should Mathematics, History, Geography, Medicine etc. be taught through English, a foreign language? A glance at the time-table of an English medium school will be very revealing. In a week of 40 periods, more than 20 periods are reserved for languages, including 9 to 10 periods for English.

This leaves less than half teaching time for all the remaining subjects. Naturally such a boy cannot be expected to be at par with foreign students who do not spend more than half of their time on languages alone. It is high time we change on language policy. We should not ask every child to read English. For those who, at some time of their lives may need English, language courses may be started as is done in foreign countries.

85. PASHA, Shahid Kamal. Medium of Instruction --- Dawn (Karachi) February 10, 1981.

Undeniably, Urdu should and must be given its due place as national language in all walks of life, education included. But to summarily start using it as a wholesale replacement of

English at this stage of our national life would be a suicidal step in the educational field, primarily because we hardly have any quality books on modern sciences and other body of knowledge. If we make a switch without having the required kind, number and variety of books in Urdu, we would only jeopardise, and may even kill, whatever little of education is left in our country after myriad, and often preposterous, experiments with the system. If we act in haste we would only succeed in reducing the next few generations to the status of useless degree holders, unacceptable to renowned seats of learning anywhere in the world and wholly unproductive to the nation.

86. RAZI, Ibne. Angrezi Baqadre Zaroorat Parhain (Learn English according to Need) --- Nawai Waqt (Rawalpindi) February 8, 1981 (U).

In a recent conference of the Vice-Chancellors, unanimous opinion was expressed that English should also be taught as one of the subjects alongwith Urdu which will be introduced as the medium of instruction at all levels. English cannot be ignored as it is the language of modern science and technology. English is being taught at present as a compulsory subject from Class VI to Class XIV (Graduation). Even then, the majority of our students fails in this language. It is suggested that the syllabus of English should be simple and short according to the needs of students. English literature should only be taught to such students who plan to become English teachers in future? Unfortunately we do not plan our syllabus keeping according to the needs of our students.

87. SAEED, Shaista Mumtaz. Medium of Instruction --- Dawn (Karachi) February 2, 1981.

We are talking about our new generation and about what the medium in which we should give them education. This issue has nothing to do with those institutions which are already teaching in Urdu or in regional languages all over the country. This is the problem of the very institutions that are called English medium schools. But the problem is that those institutions are for the upper crust of the society and these students from English medium institutions get preferences in jobs. It is not understood why people are so much worried about only a fraction of one per cent because all the other schools in our country are already teaching in Urdu or the regional languages. If we change the medium of instruction into English all over the country, it is well and good. We

would be able to get almost the same kind of students all over the country.

88. SAEED, A.H. Medium of Instruction --- Dawn (Karachi) January 28, 1981.

To study English as a language alone shall definitely not equip our future generation to challenge the advanced countries. Without scientific knowledge of the highest class our future generations cannot dream progress. Let us face and accept these facts. Therefore, any step to change the medium of instruction in the few English medium schools is retrograde and contrary to the requirement of our future. It is our duty to build up and enrich Urdu, which is our national language, by establishing translation bureaus and taking other suitable measures. But one wonders how Urdu can become great by replacing English as a medium of instruction. On the contrary, efforts should be made for selected Urdu medium schools to achieve higher standards than the English medium ones. Let us examine this problem more thoroughly with a cool mind and not hurry to close the English medium schools.

89. SAQIB,Noor Ahmad. Angrezi Ki Baladasti (Domination of English) --- Imroz (Lahore) January 29, 1981 (U).

The reason for the poor standard of education is the domination of English in our institutions. It is due to English that majority of our students fail in examinations. Another reason of failures is the growing number of admission in a class. This has affected teacher-student relationship. No teacher however he is qualified, would prove successful if the number of students is beyond the capacity of a class. Let us, therefore, face the reality. It is necessary that the number of students should not exceed the capacity of a class. It is also necessary that the medium of instruction should be Urdu and not English. So long as we continued with English as medium the pass percentage would not improve. We have to be practical in this regard.

90. SAEED, A.M. Medium of Instruction --- Dawn (Karachi) March 15, 1981.

It is not humanly possible to learn all the languages of the world, but in order to keep contact with most of the countries one has to find a common language which is current and easily communicated. It is English which meets the requirements and

there is no reason why we should not continue to profit by the language. To say that English will lead to a sacrifice of culture and identity is nothing but a one track argument.

If being educated in English, labels one as the "privileged" class; if English education promises "lucrative" jobs, there is all the more reason that every one should be educated through this medium, so that there are "privileged" people en masse enjoying lucrative jobs.

-----oOo-----

WRITERS' INDEX

AFZAL, M.M., 10,25

AHMAD, Mashkoor, 18

AHMAD, Muneer, 25

AHMAD, Shakil, 35

ALI, Amanat, 19

ALI,M., 31

ALI, Syed Ansar, 5

ASHEER, Umair, 36

ASHRAF, Ch. Mohammad, 26

AWAN, Farooq Ali, 22

AZAD, Ch. Mohammad Husain, 8

BABER, Nasim, 32

BHATTI, A.H., 36

BHATTI, Shaheen Baber, 11

BOKHARI, Syed Ajaz Husain, 3

DAR, M. Anwar, 29

DURRANI, Waheed, 37

GHAFOOR, Abdul, 26

GILANI, Nazir Husain, 37

GOLRA, Mohammad Anwar, 26

HAQQI, Shanul Haq, 38

HASHMI, Khalid Mahmood, 3,11

HASHMI, Z.A., 4

HUSAIN, Akhtar, 1

HUSAIN, Manzar, 12

HUSAIN, Mushahid, 16

IKRAM (Mrs.) Azra, 19, 31

IMAM, Mutiul, 12

ISLAM, Moinul, 38

ISLAM, Wajedul, 13

JALALPURI, Abu Saeed Hairat, 13

JAMSHAID, Mohammad, 14

JONATHAN, Herald, 33

JULLANDHRI, Nazar, 33

KAZI, M.A., 4,16,17

KALIM, Siddiq, 27

KHAN, Abdul Ali, 7,20

KHAN, Gul Mohammad, 14

KHAN, Intezar Husain, 27

KHAN, M. Athar, 24

KHAN, Mohammad Aslam, 14
KHAN, Roedad Ahmad, 17
KHAN, Yusuf Ali, 39
KHAN, Zafar Ali, 39
KHOKAR, Mushtaq Ahmad, 34
MAHMOOD, Tariq, 20
MALIK, A.B. Shuja, 9
MALIK, Fateh Mohammad, 20
MALIK, M.R., 28
MALIK, Mazhar Ali Khan, 30
MOHAMMAD, Eice, 22
MOHAMMAD, Inaam, 8
MUGHAL, Mohammad Tariq, 20
MULLIK, A.H., 2
NIAZI, Ghulam Yasin Khan, 15,18
PASHA, Shahid Kamal, 39
QAYYUM, A., 21
QAZI, Mahmudul Haq, 6,30
QURESHI, M.H., 6,9
QURESHI, Mohammad Aslam, 21
RAZI, Ibne, 40
REHMAN, Habibur, 2
RIZVI, Fazle Haq, 34
SAEED, A.H., 41
SAEED, Shaista Mumtaz, 40
SAQIB, Noor Ahmad, 23,35,41
SAYEED, Mohammad, 35
SHAHEEN, Rahim Buksh, 28
SHAHID, Mohammad Shoaib, 23
SHEIKH, Anwar, 6
SIDDIQI, Amjad Nawaz, 24
SIDDIQI, Mashkoor, 10
SIDDIQI, Sartaj, 29
SIPRA, Mohammad Azim, 15
YAZDANI, Ameena, 5,32
ZAIDI, Syed Hassan, 7

-----oOo-----